

# JOURNEYS

COMMON CORE

## SCOPE AND SEQUENCE

Grade 3



HOUGHTON MIFFLIN HARCOURT

## READING LIT & INFORMATIONAL TEXT

## FOUNDATIONAL SKILLS

## SPEAKING & LISTENING

Lesson	Selections	Text-Based Comprehension	Decoding	Fluency	Speaking and Listening
1	<p><b>Anchor Text</b> A Fine, Fine School <b>Genre:</b> Humorous Fiction</p> <p><b>Paired Selection</b> One-Room Schoolhouses <b>Genre:</b> Informational Text</p>	<p><b>Target Skill</b> Story Structure</p> <p><b>Target Strategy</b> Summarize</p> <p><b>Second Read Skill</b> Analyze Illustrations</p>	<p>Short vowels <i>a, e, i, o, u</i></p> <p>Words with the VCCV Pattern</p>	Accuracy	<p><b>Read Aloud</b> Such a Deal!</p> <p>Speaking/Listening: Retell the story</p> <p><b>Speaking and Listening Skill</b> Hold a Discussion or Conversation</p>
2	<p><b>Anchor Text</b> The Trial of Cardigan Jones <b>Genre:</b> Fantasy</p> <p><b>Paired Selection</b> You Be the Jury <b>Genre:</b> Informational Text</p>	<p><b>Target Skill</b> Conclusions</p> <p><b>Target Strategy</b> Infer/Predict</p> <p><b>Second Read Skill</b> Author's Word Choice</p>	<p>Long Vowels <i>a, e, i, o, u</i></p> <p>Words with the VCe Pattern</p>	Phrasing	<p><b>Read Aloud</b> Sequoyah</p> <p>Speaking/Listening: Determine the main ideas and supporting details</p> <p><b>Speaking and Listening Skill</b> Ask and Answer Questions</p>
3	<p><b>Anchor Text</b> Destiny's Gift <b>Genre:</b> Realistic Fiction</p> <p><b>Paired Selection</b> Kids Making a Difference <b>Genre:</b> Informational Text</p>	<p><b>Target Skill</b> Understanding Characters</p> <p><b>Target Strategy</b> Analyze/Evaluate</p> <p><b>Second Read Skill</b> Story Message</p>	<p>Common Vowel Pairs <i>ai, ay, ee, ea</i></p>	Reading Rate	<p><b>Read Aloud</b> Open Your Eyes!</p> <p>Speaking/Listening: Ask and answer questions</p>

LANGUAGE

WRITING

Target/Academic Vocabulary	Spelling	Language	Writing
<p><b>Target/Academic Vocabulary</b> <i>principal, strolled, proud, worried, soared, announced, fine, certainly</i></p> <p><b>Domain-Specific Vocabulary</b> <i>educator, administrator, classroom, schoolhouse, subject, curriculum</i></p> <p><b>Apply Vocabulary Knowledge</b> Shades of Meaning</p> <p><b>Vocabulary Strategies</b> Context Clues</p>	<p><b>Spelling Principle</b> Short Vowels</p> <p><b>Spelling Words</b> <b>Basic:</b> <i>crop, plan, thing, smell, shut, sticky, spent, lunch, pumpkin, clock, gift, class, skip, swing</i> <b>Review:</b> <i>next, hug</i> <b>Challenge:</b> <i>hospital, fantastic</i></p>	<p><b>Grammar Skill</b> Simple Sentences</p>	<p><b>Writing Mode</b> Narrative Writing</p> <p><b>Writing Form</b> Descriptive Paragraph</p> <p><b>Focus Trait</b> Word Choice: Exact Words</p> <p><b>Write About Reading</b> Performance Task</p>
<p><b>Target/Academic Vocabulary</b> <i>convinced, trial, jury, guilty, pointed, honest, murmur, stand</i></p> <p><b>Domain-Specific Vocabulary</b> <i>prosecution, verdict, judge, courtroom, lawyer</i></p> <p><b>Apply Vocabulary Knowledge</b> Use a Dictionary</p> <p><b>Vocabulary Strategies</b> Dictionary/Glossary</p>	<p><b>Spelling Principle</b> VCe Spellings</p> <p><b>Spelling Words</b> <b>Basic:</b> <i>spoke, mile, save, excuse, cone, invite, cube, price, erase, ripe, broke, flame, life, rule</i> <b>Review:</b> <i>these, those</i> <b>Challenge:</b> <i>surprise, decide</i></p>	<p><b>Grammar Skill</b> Kinds of Sentences</p>	<p><b>Writing Mode</b> Narrative Writing</p> <p><b>Writing Form</b> Dialogue</p> <p><b>Focus Trait</b> Ideas: Audience and Purpose</p> <p><b>Write About Reading</b> Performance Task</p>
<p><b>Target/Academic Vocabulary</b> <i>raise, spreading, earn, figure, contacted, block, afford, customers</i></p> <p><b>Domain-Specific Vocabulary</b> <i>volunteer, business, charity, community service</i></p> <p><b>Apply Vocabulary Knowledge</b> Use a Glossary</p> <p><b>Vocabulary Strategies</b> Antonyms</p>	<p><b>Spelling Principle</b> Long a and Long e Spellings</p> <p><b>Spelling Words</b> <b>Basic:</b> <i>lay, real, trail, sweet, today, dream, seem, tea, treat, afraid, leave, bait, screen, speed</i> <b>Review:</b> <i>paint, please</i> <b>Challenge:</b> <i>yesterday, explain</i></p>	<p><b>Grammar Skill</b> Compound Sentences</p>	<p><b>Writing Mode</b> Narrative Writing</p> <p><b>Writing Form</b> Personal Narrative</p> <p><b>Focus Trait</b> Voice: Express Thoughts and Feelings</p> <p><b>Write About Reading</b> Performance Task</p> <p><b>Research/Media Literacy Skills</b> Interpret Information Presented Visually</p>



## READING LIT & INFORMATIONAL TEXT

## FOUNDATIONAL SKILLS

## SPEAKING & LISTENING

Lesson	Selections	Text-Based Comprehension	Decoding	Fluency	Speaking and Listening
4	<b>Anchor Text</b> Pop's Bridge <b>Genre:</b> Historical Fiction  <b>Paired Selection</b> Bridges <b>Genre:</b> Informational Text	<b>Target Skill</b> Compare and Contrast  <b>Target Strategy</b> Infer/Predict  <b>Secondary Skill</b> Story Structure	Long o Spelled <i>oa, ow</i>	Expression	<b>Read Aloud</b> The Bixby Bridge  Speaking/Listening: Answer questions with appropriate elaboration and detail
5	<b>Anchor Text</b> Roberto Clemente: Pride of the Pittsburgh Pirates <b>Genre:</b> Biography  <b>Paired Selection</b> Baseball Poems <b>Genre:</b> Poetry	<b>Target Skill</b> Cause and Effect  <b>Target Strategy</b> Visualize  <b>Second Read Skill</b> Literal and Nonliteral Meanings	Long i spelled <i>i, ie, igh</i>	Intonation	<b>Read Aloud</b> The Tennessee Tornado  Speaking/Listening: Speak in complete sentences



LANGUAGE

WRITING

Target/Academic Vocabulary	Spelling	Language	Writing
<p><b>Target/Academic Vocabulary</b> <i>balancing, tide, crew disappears, foggy, stretch, excitement, cling</i></p> <p><b>Domain-Specific Vocabulary</b> <i>foreman, construction, suspension, arches, harness</i></p> <p><b>Apply Vocabulary Knowledge</b> Use Guidewords</p> <p><b>Vocabulary Strategies</b> Word Families</p>	<p><b>Spelling Principle</b> Long o Spellings</p> <p><b>Spelling Words</b> <b>Basic:</b> <i>load, open, told, yellow, soak, shadow, foam, follow, glow, sold, window, coach, almost, throat</i> <b>Review:</b> <i>cold, most</i> <b>Challenge:</b> <i>tomorrow, sailboats</i></p>	<p><b>Grammar Skill</b> Common and Proper Nouns</p>	<p><b>Writing Mode</b> Narrative Writing</p> <p><b>Writing Form</b> Prewrite a Personal Narrative</p> <p><b>Focus Trait</b> Ideas: Important and Interesting Details</p> <p><b>Write About Reading</b> Performance Task</p> <p><b>Research/Media Literacy Skills</b> Brainstorm Topics</p>
<p><b>Target/Academic Vocabulary</b> <i>stands, score, fans, league, slammed, pronounced, style, polish,</i></p> <p><b>Domain-Specific Vocabulary</b> <i>amateur, professional, outfield, spectators, sportsmanship</i></p> <p><b>Apply Vocabulary Knowledge</b> Use a Digital Dictionary</p> <p><b>Vocabulary Strategies</b> Prefix <i>mis-</i></p>	<p><b>Spelling Principle</b> Long i Spellings</p> <p><b>Spelling Words</b> <b>Basic:</b> <i>slight, mild, sight, pie, mind, tie, pilot, might, lie, tight, blind, fight, die, midnight</i> <b>Review:</b> <i>find, night</i> <b>Challenge:</b> <i>silent, frightening</i></p>	<p><b>Grammar Skill</b> Plural Nouns with -s and -es</p>	<p><b>Writing Mode</b> Narrative Writing</p> <p><b>Writing Form</b> Draft a Personal Narrative</p> <p><b>Focus Trait</b> Sentence Fluency: Time-Order Words</p> <p><b>Write About Reading</b> Performance Task</p> <p><b>Research/Media Literacy Skills</b> Narrow a Topic</p>

## READING LIT & INFORMATIONAL TEXT

## FOUNDATIONAL SKILLS

## SPEAKING & LISTENING

Lesson	Selections	Text-Based Comprehension	Decoding	Fluency	Speaking and Listening
6	<p><b>Anchor Text</b> Bat Loves the Night <b>Genre:</b> Narrative Nonfiction</p> <p><b>Paired Selection</b> A Bat Is Born <b>Genre:</b> Poetry</p>	<p><b>Target Skill</b> Sequence of Events</p> <p><b>Target Strategy</b> Question</p> <p><b>Second Read Skill</b> Domain-Specific Vocabulary</p>	Words with the VCV Pattern	Reading Rate	<p><b>Read Aloud</b> Bats Are the Best Beasts</p> <p>Speaking/Listening: Ask and answer questions</p> <p><b>Speaking and Listening Skill</b> Recount an Experience</p>
7	<p><b>Anchor Text</b> What Do Illustrators Do? <b>Genre:</b> Informational Text</p> <p><b>Paired Selection</b> Jack Draws a Beanstalk <b>Genre:</b> Traditional Tale</p>	<p><b>Target Skill</b> Text and Graphic Features</p> <p><b>Target Strategy</b> Analyze/Evaluate</p> <p><b>Second Read Skill</b> Sequence of Events</p>	Three-Letter Clusters (scr, spr, str, thr)	Expression	<p><b>Read Aloud</b> Louis Braille: Boy Inventor</p> <p>Speaking/Listening: Determine the main idea and supporting details</p> <p><b>Speaking and Listening Skill</b> Create an Audio Recording</p>
8	<p><b>Anchor Text</b> The Harvest Birds <b>Genre:</b> Folktale</p> <p><b>Paired Selection</b> The Treasure <b>Genre:</b> Folktale</p>	<p><b>Target Skill</b> Conclusions</p> <p><b>Target Strategy</b> Infer/Predict</p> <p><b>Second Read Skill</b> Literal and Nonliteral Meanings</p>	Silent Letters <i>kn, wr</i>	Stress	<p><b>Read Aloud</b> Sweet Berries</p> <p>Speaking/Listening: Speak in complete sentences when retelling steps</p> <p><b>Speaking and Listening Skill</b> Tell a Story</p>

LANGUAGE

WRITING

Target/Academic Vocabulary	Spelling	Language	Writing
<p><b>Target/Academic Vocabulary</b> <i>twitch, detail, swoops, slithers, squeak, dozes, echoes, snuggles</i></p> <p><b>Domain Specific Vocabulary</b> <i>mammal, echolocation, nocturnal, environment</i></p> <p><b>Apply Vocabulary Knowledge</b> Use a Digital Glossary</p> <p><b>Vocabulary Strategies</b> Suffixes <i>-able, -ible</i></p>	<p><b>Spelling Principle</b> More Short and Long Vowels</p> <p><b>Spelling Words</b> <b>Basic Words:</b> <i>math, toast, easy, socks, Friday, stuff, paid, cheese, June, elbow, program, shiny, piles, sticky</i> <b>Review Words:</b> <i>each, both</i> <b>Challenge Words:</b> <i>comb, holiday</i></p>	<p><b>Grammar Skill</b> What Is a Verb?</p>	<p><b>Writing Mode</b> Opinion Writing</p> <p><b>Writing Form</b> Response Paragraph</p> <p><b>Focus Trait</b> Ideas: Details and Examples</p> <p><b>Write About Reading</b> Performance Task</p>
<p><b>Target/Academic Vocabulary</b> <i>tracing, imagine, illustrate, scribbles, sketches, research, textures, tools</i></p> <p><b>Domain-Specific Vocabulary</b> <i>foreground, typeface, watercolors, composition, publisher</i></p> <p><b>Apply Vocabulary Knowledge</b> Context Sentences</p> <p><b>Vocabulary Strategies</b> Synonyms</p>	<p><b>Spelling Principle</b> Three-Letter Clusters</p> <p><b>Spelling Words</b> <b>Basic Words:</b> <i>three, scrap, street, spring, thrill, scream, strange, throw, string, scrape, spray, threw, strong, scratch</i> <b>Review Words:</b> <i>think, they</i> <b>Challenge Words:</b> <i>straight, scramble</i></p>	<p><b>Grammar Skill</b> Verb Tenses</p>	<p><b>Writing Mode</b> Opinion Writing</p> <p><b>Writing Form</b> Opinion Piece</p> <p><b>Focus Trait</b> Organization: Topic Sentence</p> <p><b>Write About Reading</b> Performance Task</p>
<p><b>Target/Academic Vocabulary</b> <i>harvest, separate, ashamed, borders, advice, borrow, patch, serious</i></p> <p><b>Domain-Specific Vocabulary</b> <i>pilgrimage, perceptions, perspective</i></p> <p><b>Apply Vocabulary Knowledge</b> Parts of a Dictionary Entry</p> <p><b>Vocabulary Strategies</b> Context Clues</p>	<p><b>Spelling Principle</b> Unexpected Consonant Spellings</p> <p><b>Spelling Words</b> <b>Basic Words:</b> <i>itch, wreck, knee, patch, wrap, knot, watch, knife, stretch, write, knew, knock, match, wrong</i> <b>Review Words:</b> <i>know, catch</i> <b>Challenge Words:</b> <i>wrinkle, knuckle</i></p>	<p><b>Grammar Skill</b> Using Commas</p>	<p><b>Writing Mode</b> Opinion Writing</p> <p><b>Writing Form</b> Response Paragraphs</p> <p><b>Focus Trait</b> Word Choice: Using Linking Words</p> <p><b>Write About Reading</b> Performance Task</p>



## READING LIT & INFORMATIONAL TEXT

## FOUNDATIONAL SKILLS

## SPEAKING & LISTENING

Lesson	Selections	Text-Based Comprehension	Decoding	Fluency	Speaking and Listening
9	<p><b>Anchor Text</b> Kamishibai Man <b>Genre:</b> Realistic Fiction</p> <p><b>Paired Selection</b> The True Story of Kamishibai <b>Genre:</b> Informational Text</p>	<p><b>Target Skill</b> Cause and Effect</p> <p><b>Target Strategy</b> Monitor/Clarify</p> <p><b>Second Read Skill</b> Analyze Illustrations</p>	Vowel Diphthongs <i>ow</i> and <i>ou</i>	Intonation	<p><b>Read Aloud</b> The Magical Art of Mime</p> <p>Speaking/Listening: Ask and answer questions</p>
10	<p><b>Anchor Text</b> Young Thomas Edison <b>Genre:</b> Biography</p> <p><b>Paired Selection</b> Moving Pictures <b>Genre:</b> Informational Text</p>	<p><b>Target Skill</b> Main Ideas and Details</p> <p><b>Target Strategy</b> Summarize</p> <p><b>Second Read Skill</b> Sequence of Events</p>	Words with <i>au</i> , <i>aw</i> , <i>al</i> , and <i>o</i>	Accuracy	<p><b>Read Aloud</b> Ryan Hreljac,* Saving Lives at Six</p> <p>Speaking/Listening: Determine the main ideas and supporting details</p>
Extended Reading	<p><b>Trade Book</b> Amos &amp; Boris</p>	<p><b>Target Strategies</b> Visualize Monitor/Clarify</p>			

LANGUAGE

WRITING

Target/Academic Vocabulary	Spelling	Language	Writing
<p><b>Target/Academic Vocabulary</b> <i>familiar, jerky, vacant, rickety, blurry, rude, blasted, applause</i></p> <p><b>Domain-Specific Vocabulary</b> <i>mime, atmosphere, storyteller, improvisation</i></p> <p><b>Apply Vocabulary Knowledge</b> Multiple-Meaning Words</p> <p><b>Vocabulary Strategies</b> Dictionary/Glossary</p>	<p><b>Spelling Principle</b> Vowel Sound in <i>town</i></p> <p><b>Spelling Words</b> <b>Basic Words:</b> <i>clown, round, bow, cloud, power, crown, thousand, crowd, sound, count, powder, blouse, frown, pound</i> <b>Review Words:</b> <i>house, found</i> <b>Challenge Words:</b> <i>mountain, coward</i></p>	<p><b>Grammar Skill</b> Abstract Nouns</p>	<p><b>Writing Mode</b> Opinion Writing</p> <p><b>Writing Form</b> Prewrite a Response to Literature</p> <p><b>Focus Trait</b> Organization: Opinion Statement</p> <p><b>Write About Reading</b> Performance Task</p> <p><b>Research/Media Literacy Skills</b> Refine a Research Question</p>
<p><b>Target/Academic Vocabulary</b> <i>signal, genius, gadget, invention, laboratory, experiment, occasional, electric</i></p> <p><b>Domain-Specific Vocabulary</b> <i>patent, phonograph, sound waves, kinoscope</i></p> <p><b>Apply Vocabulary Knowledge</b> Use a Dictionary</p> <p><b>Vocabulary Strategies</b> Shades of Meaning</p>	<p><b>Spelling Principle</b> Vowel Sound in <i>talk</i></p> <p><b>Spelling Words</b> <b>Basic Words:</b> <i>talk, cross, awful, law, cloth, cost, crawl, chalk, also, raw, salt, wall, lawn, always</i> <b>Review Words:</b> <i>soft, small</i> <b>Challenge Words:</b> <i>often, strawberry</i></p>	<p><b>Grammar Skill</b> Pronouns and Antecedents</p>	<p><b>Writing Mode</b> Opinion Writing</p> <p><b>Writing Form</b> Draft a Response to Literature</p> <p><b>Focus Trait</b> Sentence Fluency: Avoiding Redundancy</p> <p><b>Write About Reading</b> Performance Task</p> <p><b>Research/Media Literacy Skills</b> Generate a Research Plan</p>
<p><b>Content Vocabulary Words</b> <i>backwashes, navigation, enterprise, phosphorescent, luminous, vast, mammal, sounded, ambitions, spout, tidal wave, desperately, mote, rumbled</i></p>			

## READING LIT &amp; INFORMATIONAL TEXT

## FOUNDATIONAL SKILLS

## SPEAKING &amp; LISTENING

Lesson	Selections	Text-Based Comprehension	Decoding	Fluency	Speaking and Listening
11	<p><b>Anchor Text</b> Technology Wins the Game <b>Genre:</b> Informational Text</p> <p><b>Paired Selection</b> Science for Sports Fans <b>Genre:</b> Informational Text</p>	<p><b>Target Skill</b> Sequence of Events</p> <p><b>Target Strategy</b> Question</p> <p><b>Second Read Skill</b> Text and Graphic Features</p>	Vowel Diphthongs <i>oi, oy</i>	Phrasing	<p><b>Read Aloud</b> J-Block</p> <p>Speaking/Listening: Answer questions with appropriate elaboration and detail</p>
12	<p><b>Anchor Text</b> Tops and Bottoms <b>Genre:</b> Trickster Tale</p> <p><b>Paired Selection</b> Goodness Grows in Gardens <b>Genre:</b> Informational Text</p>	<p><b>Target Skill</b> Theme</p> <p><b>Target Strategy</b> Visualize</p> <p><b>Second Read Skill</b> Point of View</p>	<p>Homophones</p> <p>Words Ending in <i>-er</i> and <i>-le</i></p>	Stress	<p><b>Read Aloud</b> Growing Up</p> <p>Speaking/Listening: Speak in complete sentences when retelling story events</p> <p><b>Speaking and Listening Skill</b> Interpret Information Presented Orally</p>
13	<p><b>Anchor Text</b> Yonder Mountain: A Cherokee Legend <b>Genre:</b> Legend</p> <p><b>Paired Selection</b> The Trail of Tears <b>Genre:</b> Informational Text</p>	<p><b>Target Skill</b> Compare and Contrast</p> <p><b>Target Strategy</b> Analyze/Evaluate</p> <p><b>Second Read Skill</b> Story Message</p>	Contractions with <i>n't, 'd, 've</i>	Reading Rate	<p><b>Read Aloud</b> The Best Worst Day</p> <p>Speaking/Listening: Ask questions</p>



LANGUAGE

WRITING

Target/Academic Vocabulary	Spelling	Language	Writing
<p><b>Target/Academic Vocabulary</b> <i>contribute, athletes, improve, power, flexible, process, compete, fraction</i></p> <p><b>Domain-Specific Vocabulary</b> <i>force, energy, sensor, sports engineer</i></p> <p><b>Apply Vocabulary Knowledge</b> Use a Digital Dictionary</p> <p><b>Vocabulary Strategies</b> Suffixes -less, -ful, -ous</p>	<p><b>Spelling Principle</b> Vowel Sound in joy</p> <p><b>Spelling Words</b> <b>Basic Words:</b> joy, point, voice, join, oil, coin, noise, spoil, toy, joint, boy, soil, choice, boil <b>Review Words:</b> come, are <b>Challenge Words:</b> poison, destroy</p>	<p><b>Grammar Skill</b> Plural Nouns</p>	<p><b>Writing Mode</b> Informative Writing</p> <p><b>Writing Form</b> Cause-and-Effect Paragraph</p> <p><b>Focus Trait</b> Word Choice: Cause-and-Effect Signal Words</p> <p><b>Write About Reading</b> Performance Task</p> <p><b>Research/Media Literacy Skills</b> Interpret Information Presented Quantitatively</p>
<p><b>Target/Academic Vocabulary</b> <i>risky, grunted, crops, profit, scowled, plucked, tugged, hollered</i></p> <p><b>Domain-Specific Vocabulary</b> <i>cultivate, depletion, rotation, sustainable</i></p> <p><b>Apply Vocabulary Knowledge</b> Use a Glossary</p> <p><b>Vocabulary Strategies</b> Idioms</p>	<p><b>Spelling Principle</b> Homophones</p> <p><b>Spelling Words</b> <b>Basic Words:</b> hole, whole, its, it's, hear, here, won, one, our, hour, their, there, fur, fir <b>Review Words:</b> road, rode <b>Challenge Words:</b> peace, piece</p>	<p><b>Grammar Skill</b> Writing Quotations</p>	<p><b>Writing Mode</b> Informative Writing</p> <p><b>Writing Form</b> Compare-and-Contrast Paragraph</p> <p><b>Focus Trait</b> Word Choice: Compare-and-Contrast Signal Words</p> <p><b>Write About Reading</b> Performance Task</p>
<p><b>Target/Academic Vocabulary</b> <i>peak, examined, fondly, steep, rugged, pausing, mist, pleaded</i></p> <p><b>Domain-Specific Vocabulary</b> <i>tribe, chief, treaty, territory, oral tradition</i></p> <p><b>Apply Vocabulary Knowledge</b> Use a Digital Glossary</p> <p><b>Vocabulary Strategies</b> Homophones and Homographs</p>	<p><b>Spelling Principle</b> Contractions</p> <p><b>Spelling Words</b> <b>Basic:</b> I'd, he's, haven't, doesn't, let's, there's wouldn't, what's, she's, aren't, hasn't, couldn't, he'd, they're <b>Review:</b> can't, isn't <b>Challenge:</b> we're, weren't</p>	<p><b>Grammar Skill</b> Subject-Verb Agreement</p>	<p><b>Writing Mode</b> Informative Writing</p> <p><b>Writing Form</b> Informative Paragraph</p> <p><b>Focus Trait</b> Organization: Group-Related Information</p> <p><b>Write About Reading</b> Performance Task</p> <p><b>Research/Media Literacy Skills</b> Gather Information</p>

## READING LIT & INFORMATIONAL TEXT

## FOUNDATIONAL SKILLS

## SPEAKING & LISTENING

Lesson	Selections	Text-Based Comprehension	Decoding	Fluency	Speaking and Listening
14	<p><b>Anchor Text</b> Aero and Officer Mike <b>Genre:</b> Informational Text</p> <p><b>Paired Selection</b> Kids and Critters <b>Genre:</b> Informational Text</p>	<p><b>Target Skill</b> Author's Purpose</p> <p><b>Target Strategy</b> Summarize</p> <p><b>Second Read Skill</b> Point of View</p>	Words with <i>ar, or, ore</i>	Accuracy	<p><b>Read Aloud</b> More Than a Pet</p> <p>Speaking/Listening: Determine the main ideas and supporting details</p>
15	<p><b>Anchor Text</b> The Extra-good Sunday <b>Genre:</b> Humorous Fiction</p> <p><b>Paired Selection</b> Imagine a Recipe <b>Genre:</b> Informational Text</p>	<p><b>Target Skill</b> Understanding Characters</p> <p><b>Target Strategy</b> Infer/Predict</p> <p><b>Second Read Skill</b> Formal and Informal Language</p>	Words with <i>er, ir, ur, or</i>	Expression	<p><b>Read Aloud</b> Give Yourself a Gift</p> <p>Speaking/Listening: Retell the main plot events</p> <p><b>Speaking and Listening Skill</b> Hold a Group Discussion</p>

LANGUAGE

WRITING

Target/Academic Vocabulary	Spelling	Language	Writing
<p><b>Target/Academic Vocabulary</b> <i>lying, loyal, partners, shift, quiver, patrol, ability, snap</i></p> <p><b>Domain-Specific Vocabulary</b> <i>guide dog, husbandry, colleague, companion, veterinarian</i></p> <p><b>Apply Vocabulary Knowledge</b> Multiple-Meaning Words</p> <p><b>Vocabulary Strategies</b> Prefixes <i>in-</i>, <i>im-</i></p>	<p><b>Spelling Principle</b> Vowel + /r/ Sounds</p> <p><b>Spelling Words</b> <b>Basic Words:</b> <i>horse, mark, storm, market, acorn, artist, March, north, barking, stork, thorn, forest, chore, restore</i> <b>Review Words:</b> <i>dark, story</i> <b>Challenge Words:</b> <i>partner, fortune</i></p>	<p><b>Grammar Skill</b> Pronoun-Verb Agreement</p>	<p><b>Writing Mode</b> Informative Writing</p> <p><b>Writing Form</b> Prewrite an Explanatory Essay</p> <p><b>Focus Trait</b> Ideas: Choosing a Topic</p> <p><b>Write About Reading</b> Performance Task</p> <p><b>Research/Media Literacy Skills</b> Take Notes</p>
<p><b>Target/Academic Vocabulary</b> <i>anxiously, degrees, tense, ingredients, recommended, remarked, festive, cross</i></p> <p><b>Domain-Specific Vocabulary</b> <i>recipe, chef, teaspoon, tablespoon, measurements</i></p> <p><b>Apply Vocabulary Knowledge</b> Parts of a Dictionary Entry</p> <p><b>Vocabulary Strategies</b> Using a Thesaurus</p>	<p><b>Spelling Principle</b> Vowel + /r/ Sound in <i>nurse</i></p> <p><b>Spelling Words</b> <b>Basic Words:</b> <i>nurse, work, shirt, hurt, first, word, serve, curly, dirt, third, worry, turn, stir, firm</i> <b>Review Words:</b> <i>her, girl</i> <b>Challenge Words:</b> <i>perfect, hamburger</i></p>	<p><b>Grammar Skill</b> Verb Tenses</p>	<p><b>Writing Mode</b> Informative Writing</p> <p><b>Writing Form</b> Draft an Explanatory Essay</p> <p><b>Focus Trait</b> Voice: Using Formal Language</p> <p><b>Write About Reading</b> Performance Task</p>



READING LIT & INFORMATIONAL TEXT

FOUNDATIONAL SKILLS

SPEAKING & LISTENING

Lesson	Selections	Text-Based Comprehension	Decoding	Fluency	Speaking and Listening
16	<p><b>Anchor Text</b> Judy Moody Saves the World! <b>Genre:</b> Humorous Fiction</p> <p><b>Paired Selection</b> "My Smelly Pet" from <i>Judy Moody</i> <b>Genre:</b> Humorous Fiction</p>	<p><b>Target Skill</b> Story Structure</p> <p><b>Target Strategy</b> Monitor/Clarify</p> <p><b>Second Read Skill</b> Theme</p>	Words with <i>air, ear, are</i>	Intonation	<p><b>Read Aloud</b> Counting Cans</p> <p>Speaking/Listening: Ask and answer</p> <p><b>Speaking and Listening Skill</b> Report on a Text</p>
17	<p><b>Anchor Text</b> The Albertosaurus Mystery: Philip Currie's Hunt in the Badlands <b>Genre:</b> Informational Text</p> <p><b>Paired Selection</b> Finding Fossils for Fun <b>Genre:</b> Informational Text</p>	<p><b>Target Skill</b> Conclusions</p> <p><b>Target Strategy</b> Visualize</p> <p><b>Second Read Skill</b> Point of View</p>	Words with /j/ and /s/ Words with the VCCCV Pattern	Stress	<p><b>Read Aloud</b> Otzi's Story</p> <p>Speaking/Listening: Answer questions in complete sentences</p> <p><b>Speaking and Listening Skill</b> Ask and Answer Questions</p>
18	<p><b>Anchor Text</b> A Tree Is Growing <b>Genre:</b> Informational Text</p> <p><b>Paired Selection</b> Stopping by Woods on a Snowy Evening <b>Genre:</b> Poetry</p>	<p><b>Target Skill</b> Text and Graphic Features</p> <p><b>Target Strategy</b> Question</p> <p><b>Second Read Skill</b> Domain-Specific Vocabulary</p>	Words with /k/ and /kw/	Expression	<p><b>Read Aloud</b> The World Tree</p> <p>Speaking/Listening: Ask and answer questions in complete sentences</p> <p><b>Speaking and Listening Skill</b> Create an Audio Recording</p>

LANGUAGE

WRITING

Target/Academic Vocabulary	Spelling	Language	Writing
<p><b>Target/Academic Vocabulary</b> <i>recycle, project, dripping, carton, complicated, global, rubbish, hardly, shade, pollution</i></p> <p><b>Domain-Specific Vocabulary</b> <i>compost, landfill, conserve</i></p> <p><b>Apply Vocabulary Knowledge</b> Use a Dictionary</p> <p><b>Vocabulary Strategies</b> Context Clues</p>	<p><b>Spelling Principle</b> Vowel + /r/ Sounds in <i>air</i> and <i>fear</i></p> <p><b>Spelling Words</b> <b>Basic Words:</b> <i>air, wear, chair, stairs, bare, bear, hair, care, pear, pair, share, near, ear, beard</i> <b>Review Words:</b> <i>buy, year</i> <b>Challenge Words:</b> <i>earring, compare</i></p>	<p><b>Grammar Skill</b> What Are Adjectives and Articles?</p>	<p><b>Writing Mode</b> Opinion Writing</p> <p><b>Writing Form</b> Persuasive Letter</p> <p><b>Focus Trait</b> Ideas: Introducing the Topic and Opinion</p> <p><b>Write About Reading</b> Performance Task</p>
<p><b>Target/Academic Vocabulary</b> <i>clues, remains, evidence, prove, fossils, skeletons, uncovering, buried, fierce, location</i></p> <p><b>Domain-Specific Vocabulary</b> <i>paleontology, badlands, field notes, sediment</i></p> <p><b>Apply Vocabulary Knowledge</b> Use a Digital Dictionary</p> <p><b>Vocabulary Strategies</b> Suffix -ly</p>	<p><b>Spelling Principle</b> Words with /j/ and /s/</p> <p><b>Spelling Words</b> <b>Basic Words:</b> <i>age, space, change, jawbone, jacket, giant, pencil, circle, once, large, dance, jeans, bounce, huge</i> <b>Review Words:</b> <i>nice, place</i> <b>Challenge Words:</b> <i>excited, gigantic</i></p>	<p><b>Grammar Skill</b> Adjectives That Compare</p>	<p><b>Writing Mode</b> Opinion Writing</p> <p><b>Writing Form</b> Opinion Paragraph</p> <p><b>Focus Trait</b> Voice: Convincing Voice</p> <p><b>Write About Reading</b> Performance Task</p>
<p><b>Target/Academic Vocabulary</b> <i>pollen, store, clumps, passages, absorb, throughout, coverings, spines, tropical, dissolve</i></p> <p><b>Domain-Specific Vocabulary</b> <i>roots, growth rings, leaves, precipitation, decay</i></p> <p><b>Apply Vocabulary Knowledge</b> Use a Glossary</p> <p><b>Vocabulary Strategies</b> Word Roots</p>	<p><b>Spelling Principle</b> Spelling the /k/ and /kw/ Sounds</p> <p><b>Spelling Words</b> <b>Basic Words:</b> <i>shark, check, queen, circus, flake, crack, second, squeeze, quart, squeak, quick, coldest, Africa, Mexico</i> <b>Review Words:</b> <i>black, thank</i> <b>Challenge Words:</b> <i>correct, question</i></p>	<p><b>Grammar Skill</b> Using the Verb <i>be</i> and Helping Verbs</p>	<p><b>Writing Mode</b> Opinion Writing</p> <p><b>Writing Form</b> Problem-and-Solution Paragraph</p> <p><b>Focus Trait</b> Word Choice: Exact Words</p> <p><b>Write About Reading</b> Performance Task</p>

## READING LIT &amp; INFORMATIONAL TEXT

## FOUNDATIONAL SKILLS

## SPEAKING &amp; LISTENING

Lesson	Selections	Text-Based Comprehension	Decoding	Fluency	Speaking and Listening
19	<p><b>Anchor Text</b> Two Bear Cubs <b>Genre:</b> Myth/Play</p> <p><b>Paired Selection</b> Whose Land Is It? <b>Genre:</b> Informational Text</p>	<p><b>Target Skill</b> Story Structure</p> <p><b>Target Strategy</b> Summarize</p> <p><b>Second Read Skill</b> Story Message</p>	Vowel Sounds in <i>spoon</i> and <i>wood</i>	Reading Rate	<p><b>Read Aloud</b> Bear Scare</p> <p>Speaking/Listening: Retell the story</p>
20	<p><b>Anchor Text</b> Life on the Ice <b>Genre:</b> Informational Text</p> <p><b>Paired Selection</b> The Raven: An Inuit Myth <b>Genre:</b> Myth</p>	<p><b>Target Skill</b> Main Ideas and Details</p> <p><b>Target Strategy</b> Infer/Predict</p> <p><b>Second Read Skill</b> Literal and Nonliteral Meanings</p>	Compound Words	Accuracy	<p><b>Read Aloud</b> Clever Colonies</p> <p>Speaking/Listening: Ask and answer questions</p>
Extended Reading	<p><b>Trade Book</b> Boy, Were We Wrong About Dinosaurs!</p>	<p><b>Target Strategies</b> Monitor/Clarify Question Summarize</p>			



LANGUAGE

WRITING

Target/Academic Vocabulary	Spelling	Language	Writing
<p><b>Target/Academic Vocabulary</b> <i>scolding, greedily, hesitation, ignores, burden, glancing, console, base, drowsy, heroic</i></p> <p><b>Related Vocabulary</b> <i>dilemma, embraced, hinder, commended</i></p> <p><b>Apply Vocabulary Knowledge</b> Use a Digital Glossary</p> <p><b>Vocabulary Strategies</b> Prefixes <i>pre-</i>, <i>re-</i>, <i>bi-</i></p>	<p><b>Spelling Principle</b> Vowel Sounds in <i>spoon</i> and <i>wood</i></p> <p><b>Spelling Words</b> <b>Basic Words:</b> <i>mood, wooden, drew, smooth, blue, balloon, true, crooked, chew, tooth, hooves, cool, food, pooch</i> <b>Review Words:</b> <i>blew, foot</i> <b>Challenge Words:</b> <i>loose, jewel</i></p>	<p><b>Grammar Skill</b> More Irregular Verbs</p>	<p><b>Writing Mode</b> Opinion Writing</p> <p><b>Writing Form</b> Prewrite a Persuasive Essay</p> <p><b>Focus Trait</b> Ideas: Thinking About Your Audience</p> <p><b>Write About Reading</b> Performance Task</p> <p><b>Research/Media Literacy Skills</b> Paraphrasing v. Plagiarism</p>
<p><b>Target/Academic Vocabulary</b> <i>shelter, layer, constant, climate, wilderness, region, unexpected, gliding, overheated, colony</i></p> <p><b>Domain-Specific Vocabulary</b> <i>equator, Fahrenheit, Celsius, precipitation</i></p> <p><b>Apply Vocabulary Knowledge</b> Context Sentences</p> <p><b>Vocabulary Strategies</b> Dictionary/Glossary</p>	<p><b>Spelling Principle</b> Compound Words</p> <p><b>Spelling Words</b> <b>Basic Words:</b> <i>birthday, anyone, sometimes, everything, homework, afternoon, airplane, grandmother, something, without, himself, faraway, sunburned, daylight</i> <b>Review Words:</b> <i>someone, cannot</i> <b>Challenge Words:</b> <i>scorekeeper, everybody</i></p>	<p><b>Grammar Skill</b> What Is an Adverb?</p>	<p><b>Writing Mode</b> Opinion Writing</p> <p><b>Writing Form</b> Draft a Persuasive Essay</p> <p><b>Focus Trait</b> Organization: Paragraphs for Reasons</p> <p><b>Write About Reading</b> Performance Task</p> <p><b>Research/Media Literacy Skills</b> Citing Sources</p>
<p><b>Content Vocabulary Words</b> <i>fossil, waddle, tendons, bask, microscope, blood vessels, scaly, x-rays, herd, comet, asteroid, acid rain, paleontologist</i></p>			

READING LIT & INFORMATIONAL TEXT

FOUNDATIONAL SKILLS

SPEAKING & LISTENING

Lesson	Selections	Text-Based Comprehension	Decoding	Fluency	Speaking and Listening
21	<p><b>Anchor Text</b> Sarah, Plain and Tall <b>Genre:</b> Historical Fiction</p> <p><b>Paired Selection</b> Wagons of the Old West <b>Genre:</b> Informational Text</p>	<p><b>Target Skill</b> Story Structure</p> <p><b>Target Strategy</b> Monitor/Clarify</p> <p><b>Second Read Skill</b> Point of View</p>	<p>Base Words and <i>-ed</i>, <i>-ing</i></p>	<p>Intonation</p>	<p><b>Read Aloud</b> Seal's Story</p> <p>Speaking/Listening: Retell the story</p> <p><b>Speaking and Listening Skill</b> Hold a Group Discussion</p>
22	<p><b>Anchor Text</b> The Journey: Stories of Migration <b>Genre:</b> Informational Text</p> <p><b>Paired Selection</b> The Grasshopper and the Ant <b>Genre:</b> Fable</p>	<p><b>Target Skill</b> Compare and Contrast</p> <p><b>Target Strategy</b> Visualize</p> <p><b>Second Read Skill</b> Author's Word Choice</p>	<p>Spelling Changes: <i>-s</i>, <i>-es</i>, <i>-ed</i>, <i>-ing</i></p> <p>Less Common Plurals</p>	<p>Phrasing</p>	<p><b>Read Aloud</b> The Taste of Hope</p> <p>Speaking/Listening: Determine the main ideas and supporting details</p> <p><b>Speaking and Listening Skill</b> Create an Audio Recording</p>

LANGUAGE

WRITING

Target/Academic Vocabulary	Spelling	Language	Writing
<p><b>Target/Academic Vocabulary</b> <i>prairie, slick, fetch, clattered, sniff, rough, batted, thumped, buzzing, rustle</i></p> <p><b>Domain-Specific Vocabulary</b> <i>pioneer, expansion, prairie, bonnet</i></p> <p><b>Apply Vocabulary Knowledge</b> Parts of a Dictionary Entry</p> <p><b>Vocabulary Strategies</b> Prefix <i>non-</i></p>	<p><b>Spelling Principle</b> Words with <i>-ed</i> and <i>-ing</i></p> <p><b>Spelling Words</b> <b>Basic Words:</b> <i>coming, swimming, dropping, tapping, taping, invited, saving, stared, planned, changing, joking, loved, gripped, tasted</i> <b>Review Words:</b> <i>making, stopped</i> <b>Challenge Words:</b> <i>freezing, scared</i></p>	<p><b>Grammar Skill</b> Adverbs That Compare</p>	<p><b>Writing Mode</b> Narrative Writing</p> <p><b>Writing Form</b> Fictional Narrative Paragraph</p> <p><b>Focus Trait</b> Ideas: Setting the Scene</p> <p><b>Write About Reading</b> Performance Task</p>
<p><b>Target/Academic Vocabulary</b> <i>survival, migrate, plenty, frightening, accidents, solid, chilly, landscape, thunderous, dramatic</i></p> <p><b>Domain-Specific Vocabulary</b> <i>adaptation, basic needs, insect, migration</i></p> <p><b>Apply Vocabulary Knowledge</b> Shades of Meaning</p> <p><b>Vocabulary Strategies</b> Word Roots</p>	<p><b>Spelling Principle</b> Changing Final <i>y</i> to <i>i</i></p> <p><b>Spelling Words</b> <b>Basic Words:</b> <i>cities, cried, puppies, hurried, stories, flies, parties, tried, pennies, fried, carried, babies, spied, ponies</i> <b>Review Words:</b> <i>pretty, very</i> <b>Challenge Words:</b> <i>countries, libraries</i></p>	<p><b>Grammar Skill</b> Making Comparisons</p>	<p><b>Writing Mode</b> Narrative Writing</p> <p><b>Writing Form</b> Descriptive Paragraph</p> <p><b>Focus Trait</b> Word Choice: Using Similes</p> <p><b>Write About Reading</b> Performance Task</p>

## READING LIT &amp; INFORMATIONAL TEXT

## FOUNDATIONAL SKILLS

## SPEAKING &amp; LISTENING

Lesson	Selections	Text-Based Comprehension	Decoding	Fluency	Speaking and Listening
23	<p><b>Anchor Text</b> The Journey of Oliver K. Woodman <b>Genre:</b> Fantasy</p> <p><b>Paired Selection</b> Moving the U.S. Mail <b>Genre:</b> Informational Text</p>	<p><b>Target Skill</b> Sequence of Events</p> <p><b>Target Strategy</b> Analyze/Evaluate</p> <p><b>Second Read Skill</b> Formal and Informal Language</p>	Suffixes <i>-ful, -y, -ous, -ly, -er</i>	Reading Rate	<p><b>Read Aloud</b> Piggy Goes to Town</p> <p>Speaking/Listening: Speak in complete sentences when answering questions</p> <p><b>Speaking and Listening Skill</b> Recount an Experience</p>
24	<p><b>Anchor Text</b> Dog-of-the-Sea-Waves <b>Genre:</b> Realistic Fiction</p> <p><b>Paired Selection</b> The Land Volcanoes Built <b>Genre:</b> Informational Text</p>	<p><b>Target Skill</b> Author's Purpose</p> <p><b>Target Strategy</b> Question</p> <p><b>Second Read Skill</b> Analyze Illustrations</p>	Prefixes <i>un-, pre-, re-, bi-</i>	Accuracy	<p><b>Read Aloud</b> Mapping the World</p> <p>Speaking/Listening: Ask and answer questions</p>
25	<p><b>Anchor Text</b> Mountains: Surviving on Mt. Everest <b>Genre:</b> Informational Text</p> <p><b>Paired Selection</b> The Big Cleanup <b>Genre:</b> Play</p>	<p><b>Target Skill</b> Text and Graphic Features</p> <p><b>Target Strategy</b> Infer/Predict</p> <p><b>Second Read Skill</b> Main Ideas and Details</p>	Suffixes <i>-less, -ness, -able</i>	Expression	<p><b>Read Aloud</b> Extreme Skiing, Extreme Danger</p> <p>Speaking/Listening: Determine the main ideas and supporting details</p> <p><b>Speaking and Listening Skill</b> Present a Research Report</p>

LANGUAGE

WRITING

Target/Academic Vocabulary	Spelling	Language	Writing
<p><b>Target/Academic Vocabulary</b> <i>sincere, conversations, managed, inspired, loaded, reunion, loveliest, currently, terror, pleasure</i></p> <p><b>Domain-Specific Vocabulary</b> <i>postage stamp, correspondent, e-mail, return address</i></p> <p><b>Apply Vocabulary Knowledge</b> Use a Glossary</p> <p><b>Vocabulary Strategies</b> Suffixes -er, -est</p>	<p><b>Spelling Principle</b> Suffixes -ful, -ly, and -er</p> <p><b>Spelling Words</b> <b>Basic Words:</b> <i>singer, loudly, joyful, teacher, fighter, closely, powerful, farmer, quickly, careful, friendly, speaker, wonderful, truly</i> <b>Review Words:</b> <i>hopeful, safely</i> <b>Challenge Words:</b> <i>listener, calmly</i></p>	<p><b>Grammar Skill</b> Possessive Nouns and Pronouns</p>	<p><b>Writing Mode</b> Narrative Writing</p> <p><b>Writing Form</b> Dialogue</p> <p><b>Focus Trait</b> Voice: Characters' Feelings</p> <p><b>Write About Reading</b> Performance Task</p>
<p><b>Target/Academic Vocabulary</b> <i>guided, rippled, arrival, voyage, twisted, aboard, anchor, spotted, bay, lava</i></p> <p><b>Domain-Specific Vocabulary</b> <i>eruption, magma, mountain, island</i></p> <p><b>Apply Vocabulary Knowledge</b> Use Guidewords</p> <p><b>Vocabulary Strategies</b> Shades of Meaning</p>	<p><b>Spelling Principle</b> Prefixes re- and un-</p> <p><b>Spelling Words</b> <b>Basic Words:</b> <i>unfold, rejoin, untie, reheat, unfair, unclear, repaid, rewrite, unhurt, recheck, unlucky, unwrap, reuse, unsure</i> <b>Review Words:</b> <i>reread, unsafe</i> <b>Challenge Words:</b> <i>unbuckle, unknown</i></p>	<p><b>Grammar Skill</b> Complex Sentences</p>	<p><b>Writing Mode</b> Narrative Writing</p> <p><b>Writing Form</b> Prewrite a Fictional Narrative</p> <p><b>Focus Trait</b> Ideas: Using Vivid Details</p> <p><b>Write About Reading</b> Performance Task</p> <p><b>Research/Media Literacy Skills</b> Conduct a Research Project</p>
<p><b>Target/Academic Vocabulary</b> <i>approached, section, avalanches, increases, equipment, tanks, slopes, altitude, succeed, halt</i></p> <p><b>Domain-Specific Vocabulary</b> <i>peak, summit, range, ridge, landform</i></p> <p><b>Apply Vocabulary Knowledge</b> Use a Digital Dictionary</p> <p><b>Vocabulary Strategies</b> Analogies</p>	<p><b>Spelling Principle</b> Suffixes -less and -ness</p> <p><b>Spelling Words</b> <b>Basic Words:</b> <i>painless, sickness, sadness, helpless, thankless, kindness, hopeless, darkness, fearless, thickness, careless, goodness, spotless, softness</i> <b>Review Words:</b> <i>useful, weakly</i> <b>Challenge Words:</b> <i>breathless, eagerness</i></p>	<p><b>Grammar Skill</b> More, Most, -er, -est</p>	<p><b>Writing Mode</b> Narrative Writing</p> <p><b>Writing Form</b> Draft a Fictional Narrative</p> <p><b>Focus Trait</b> Word Choice: Choosing Words for Effect</p> <p><b>Write About Reading</b> Performance Task</p>



## READING LIT &amp; INFORMATIONAL TEXT

## FOUNDATIONAL SKILLS

## SPEAKING &amp; LISTENING

Lesson	Selections	Text-Based Comprehension	Decoding	Fluency	Speaking and Listening
26	<p><b>Long Article</b> The Foot Race Across America <b>Genre:</b> Narrative Nonfiction</p> <p><b>Short Article</b> Paca and the Beetle: A Folktale from Brazil <b>Genre:</b> Folktale</p> <p><b>Below Level Trade Book</b> Donavan's Word Jar <b>Author:</b> Monalisa DeGross <b>Genre:</b> Realistic Fiction</p> <p><b>On Level Trade Book</b> Jake Drake, Know-It-All <b>Author:</b> Andrew Clements <b>Genre:</b> Realistic Fiction</p> <p><b>Advanced Trade Book</b> Capoeira <b>Author:</b> George Ancona <b>Genre:</b> Informational Text</p>	<p><b>Target Skill</b> Main Ideas and Details</p> <p><b>Target Strategy</b> Analyze/Evaluate</p>	Common Final Syllables -tion, -sion, -ture	Accuracy	<p><b>Read Aloud</b> Outrunning Polio</p> <p>Speaking/Listening: Ask questions</p> <p><b>Speaking and Listening Skill</b> Brainstorming Problems and Solutions</p>
27	<p><b>Long Article</b> The Power of Magnets <b>Genre:</b> Expository Nonfiction</p> <p><b>Short Article</b> Electromagnets and You <b>Genre:</b> Photo Essay</p> <p><b>Below Level Trade Book</b> Donavan's Word Jar <b>Author:</b> Monalisa DeGross <b>Genre:</b> Realistic Fiction</p> <p><b>On Level Trade Book</b> Jake Drake, Know-It-All <b>Author:</b> Andrew Clements <b>Genre:</b> Realistic Fiction</p> <p><b>Advanced Trade Book</b> Capoeira <b>Author:</b> George Ancona <b>Genre:</b> Informational Text</p>	<p><b>Target Skill</b> Cause and Effect</p> <p><b>Target Strategy</b> Summarize</p>	Double Consonants	Intonation	<p><b>Read Aloud</b> Maglev Trains</p> <p>Speaking/Listening: Explain causes and effects</p> <p><b>Speaking and Listening Skill</b> Deliver a News Report</p>

LANGUAGE

WRITING

Target/Academic Vocabulary

Spelling

Language

Writing

**Review Vocabulary**

*principal, proud, announced, advice, loyal, ability, absorb, loveliest, compete, approached*

**Vocabulary Strategies**

Suffix -ion

**Domain-Specific Vocabulary**

*competition, motivation, victorious, willpower*

**Spelling Principle**

Words with VCCV Pattern

**Spelling Words**

**Basic Words:** *person, helmet, until, carpet, Monday, enjoy, forget, problem, Sunday, garden, order, mistake, umpire, herself*

**Review Words:** *after, under*

**Challenge Words:** *expect, wisdom*

**Grammar Skill**

Abbreviations

**Writing Mode**

Informative Writing

**Writing Form**

Compare-and-Contrast Paragraph

**Focus Trait**

Organization: Group-Related Information

**Write About Reading**

Performance Task

**Review Vocabulary**

*research, tools, familiar, gadget, invention, experiment, electric, power, prove, improve*

**Vocabulary Strategies**

Homographs and Homophones

**Domain-Specific Vocabulary**

*attract, repel, poles, electromagnet*

**Spelling Principle**

Words with Double Consonants

**Spelling Words**

**Basic Words:** *jelly, bottom, pillow, happen, butter, lesson, cherry, sudden, arrow, dollar, hello, rabbit, letter, button*

**Review Words:** *funny, better*

**Challenge Words:** *stubborn, mirror*

**Grammar Skill**

Contractions

**Writing Mode**

Informative Writing

**Writing Form**

Problem/Solution Paragraph

**Focus Trait**

Ideas: Elaborating with Details

**Write About Reading**

Performance Task

## READING LIT & INFORMATIONAL TEXT

## FOUNDATIONAL SKILLS

## SPEAKING & LISTENING

Lesson	Selections	Text-Based Comprehension	Decoding	Fluency	Speaking and Listening
28	<p><b>Long Article</b> Becoming Anything He Wants to Be <b>Genre:</b> Biography</p> <p><b>Short Article</b> My Blue Belt Day! <b>Genre:</b> Journal Entry</p> <p><b>Below Level Trade Book</b> Donavan's Word Jar <b>Author:</b> Monalisa DeGross <b>Genre:</b> Realistic Fiction</p> <p><b>On Level Trade Book</b> Jake Drake, Know-It-All <b>Author:</b> Andrew Clements <b>Genre:</b> Realistic Fiction</p> <p><b>Advanced Trade Book</b> Capoeira <b>Author:</b> George Ancona <b>Genre:</b> Informational Text</p>	<p><b>Target Skill</b> Fact and Opinion</p> <p><b>Target Strategy</b> Visualize</p>	Words with <i>ough</i> and <i>ough</i>	Phrasing	<p><b>Read Aloud</b> Rising to the Challenge</p> <p>Speaking/Listening: Determine the main ideas and supporting details</p> <p><b>Speaking and Listening Skill</b> Give a Descriptive Presentation</p>
29	<p><b>Long Article</b> A New Team of Heroes <b>Genre:</b> Drama</p> <p><b>Short Article</b> C-H-A-M-P-I-O-N <b>Genre:</b> Informational Text</p> <p><b>Below Level Trade Book</b> Donavan's Word Jar <b>Author:</b> Monalisa DeGross <b>Genre:</b> Realistic Fiction</p> <p><b>On Level Trade Book</b> Jake Drake, Know-It-All <b>Author:</b> Andrew Clements <b>Genre:</b> Realistic Fiction</p> <p><b>Advanced Trade Book</b> Capoeira <b>Author:</b> George Ancona <b>Genre:</b> Informational Text</p>	<p><b>Target Skill</b> Understanding Characters</p> <p><b>Target Strategy</b> Monitor/Clarify</p>	Words Ending in <i>-er</i> or <i>-le</i>	Expression	<p><b>Read Aloud</b> Two Players</p> <p>Speaking/Listening: Hold a discussion</p> <p><b>Speaking and Listening Skill</b> Dramatize a Story</p>

LANGUAGE

WRITING

**Target/Academic Vocabulary**

**Spelling**

**Language**

**Writing**

**Review Vocabulary**

*throughout, textures, peak, steep, tropical, landscape, slopes, altitude, survival, equipment*

**Vocabulary Strategies**

Word Roots

**Domain-Specific Vocabulary**

*overcome, agility, barriers, championship*

**Spelling Principle**

Words with *ough* and *ough*

**Spelling Words**

**Basic Words:** *taught, thought, rough, laugh, bought, cough, ought, caught, fought, daughter, tough, through, enough, brought*

**Review Words:** *was, draw*

**Challenge Words:** *sought, naughty*

**Grammar Skill**

Commas in Sentences

**Writing Mode**

Informative Writing

**Writing Form**

Instructions

**Focus Trait**

Word Choice: Exact Words

**Write About Reading**

Performance Task

**Review Vocabulary**

*excitement, score, athletes, tense, succeed, league, earn, partners, pleasure, contribute*

**Vocabulary Strategies**

Prefixes *un-* and *dis-*

**Domain-Specific Vocabulary**

*compete, pressure, defense, teammate*

**Spelling Principle**

Words Ending with *-er* or *-le*

**Spelling Words**

**Basic Words:** *apple, river, little, October, ladder, summer, purple, later, November, giggle, uncle, winter, center, double*

**Review Words:** *flower, people*

**Challenge Words:** *whistle, character*

**Grammar Skill**

What Is a Preposition?

**Writing Mode**

Informative Writing

**Writing Form**

Prewrite a Research Report

**Focus Trait**

Ideas: Facts and Definitions

**Write About Reading**

Performance Task

## READING LIT &amp; INFORMATIONAL TEXT

## FOUNDATIONAL SKILLS

## SPEAKING &amp; LISTENING

Lesson	Selections	Text-Based Comprehension	Decoding	Fluency	Speaking and Listening
30	<p><b>Long Article</b> Saving Buster <b>Genre:</b> Realistic Fiction</p> <p><b>Short Article</b> Acting Across Generations <b>Genre:</b> News Article</p> <p><b>Below Level Trade Book</b> Donavan's Word Jar <b>Author:</b> Monalisa DeGross <b>Genre:</b> Realistic Fiction</p> <p><b>On Level Trade Book</b> Jake Drake, Know-It-All <b>Author:</b> Andrew Clements <b>Genre:</b> Realistic Fiction</p> <p><b>Advanced Trade Book</b> Capoeira <b>Author:</b> George Ancona <b>Genre:</b> Informational Text</p>	<p><b>Target Skill</b> Conclusions</p> <p><b>Target Strategy</b> Question</p>	Schwa Sound	Reading Rate	<p><b>Read Aloud</b> Service Dogs</p> <p>Speaking/Listening: Determine the main ideas and supporting details</p> <p><b>Speaking and Listening Skill</b> Present a Visual</p>



LANGUAGE

WRITING

**Target/Academic Vocabulary**

**Review Vocabulary**

worried, certainly, raise, afford, applause, anxiously, dramatic, guided, ingredients, fetch

**Vocabulary Strategies**

Compound Words

**Domain-Specific Vocabulary**

donate, city council, theater group, senior center

**Spelling**

**Spelling Principle**

Words Beginning with *a-* or *be-*

**Spelling Words**

**Basic Words:** *below, about, belong, around, again, alone, because, above, between, alive, behind, begin, along, before*

**Review Words:** *away, want*

**Challenge Words:** *awhile, beyond*

**Language**

**Grammar Skill**

Correct Pronouns

**Writing**

**Writing Mode**

Informative Writing

**Writing Form**

Draft a Research Report

**Focus Trait**

Organization: Group-Related Information

**Write About Reading**

Performance Task